

# Alaska Reads Act Webinar Series:

**Weekly: January 12 – May 11, 2023**

Alaska Department of Education and Early Development

Susan McKenzie, Director of Innovation and Education Excellence

April 20, 2023



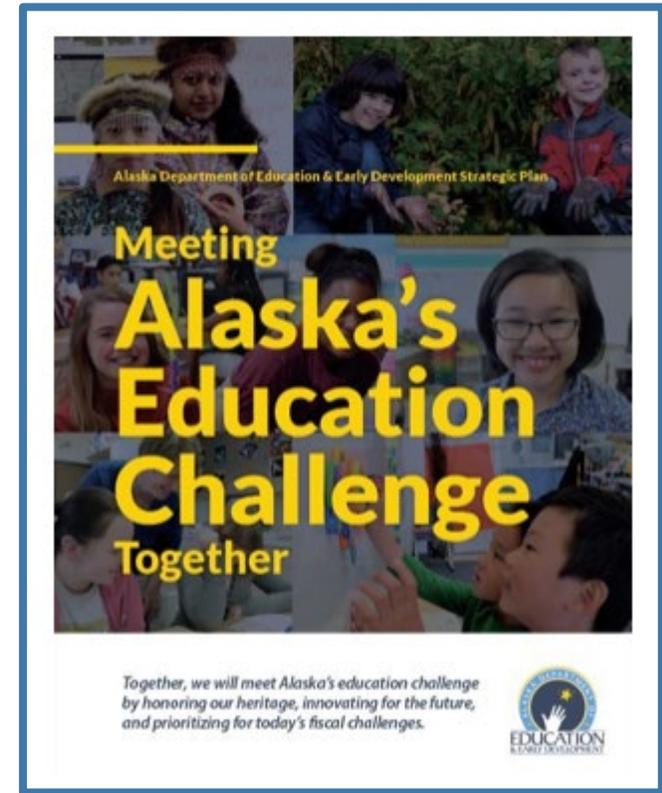
# Mission, Vision, and Purpose

Mission	Vision	Purpose
<p>An excellent education for every student every day.</p>	<p>All students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.</p> <p>- Alaska Statute 14.03.015</p>	<p>DEED exists to provide <b>information, resources, and leadership</b> to support an excellent education for every student every day.</p>

# Strategic Priorities: Alaska's Education Challenge

## Five Shared Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.



[education.alaska.gov/akedchallenge](http://education.alaska.gov/akedchallenge)

# Agenda

- Details of Alaska Reads Act webinars
- Alaska Reads Act Overview
- District Reading Intervention: K-3 MTSS Plan
- District Reading Intervention: Feedback
- Questions



**Alaska Reads**  
#akreads



# Webinar Details

# Alaska Reads Act Webinar Schedule:

*Weekly on Thursdays or Fridays from 3:15-4:15*

Reads Act Focus:	Dates:	Leader and Presenter:
District Reading Intervention	January 12 to February 2	Susy McKenzie
Teacher Certification	February 9	Sondra Meredith
Department Reading Program	February 16 to March 2	Susy McKenzie
Early Learning	March 9 to March 23	Deb Riddle
Data Collections	March 30	John Jones
Virtual Education	April 6 to <del>April 20</del> April 13	Kelly Manning
District Reading Intervention	April 20 <sup>th</sup>	Susy McKenzie
SOR Symposium Pre-Conference	April 28	Susy McKenzie
District Reading Intervention for World and Native Language Programs	May 4 <sup>th</sup>	Susy McKenzie
Office Hours	Feb. 10, March 10, April 7, <del>May 4</del> , May 11	ALL

# Alaska Reads Act Timeline and Resources

## TIMELINE

- Regulations
  - August 2022 – December 2022
- Preparation
  - September 2022 – March 2023
- State Board of Education regulation package
  - January 25, 2023
- Public Comment
  - February 2023 – March 2023
- Adoption of Regulations
  - April 19, 2023

## RESOURCES

<https://education.alaska.gov/akreads>:

- Webinar schedule and registration
- Recordings of webinars
- Slide decks
- Draft documents shared during webinars
- One-page supports
- FAQ



# Communication

- Communicating during the Zoom webinar meetings:
  - Place questions in the Q & A area of Zoom
  - Comments are to be placed in the chat box
- Send questions to [akreads@alaska.gov](mailto:akreads@alaska.gov)
- Request presentation for your district
- Reading Newsletter
- Alaska Reads Website ([education.alaska.gov/akreads](http://education.alaska.gov/akreads))
  - Weekly updates
- Planning in-person meetings around the state





# Alaska Reads Act Overview



**Alaska Reads**  
#akreads

# Alaska Reads Act:

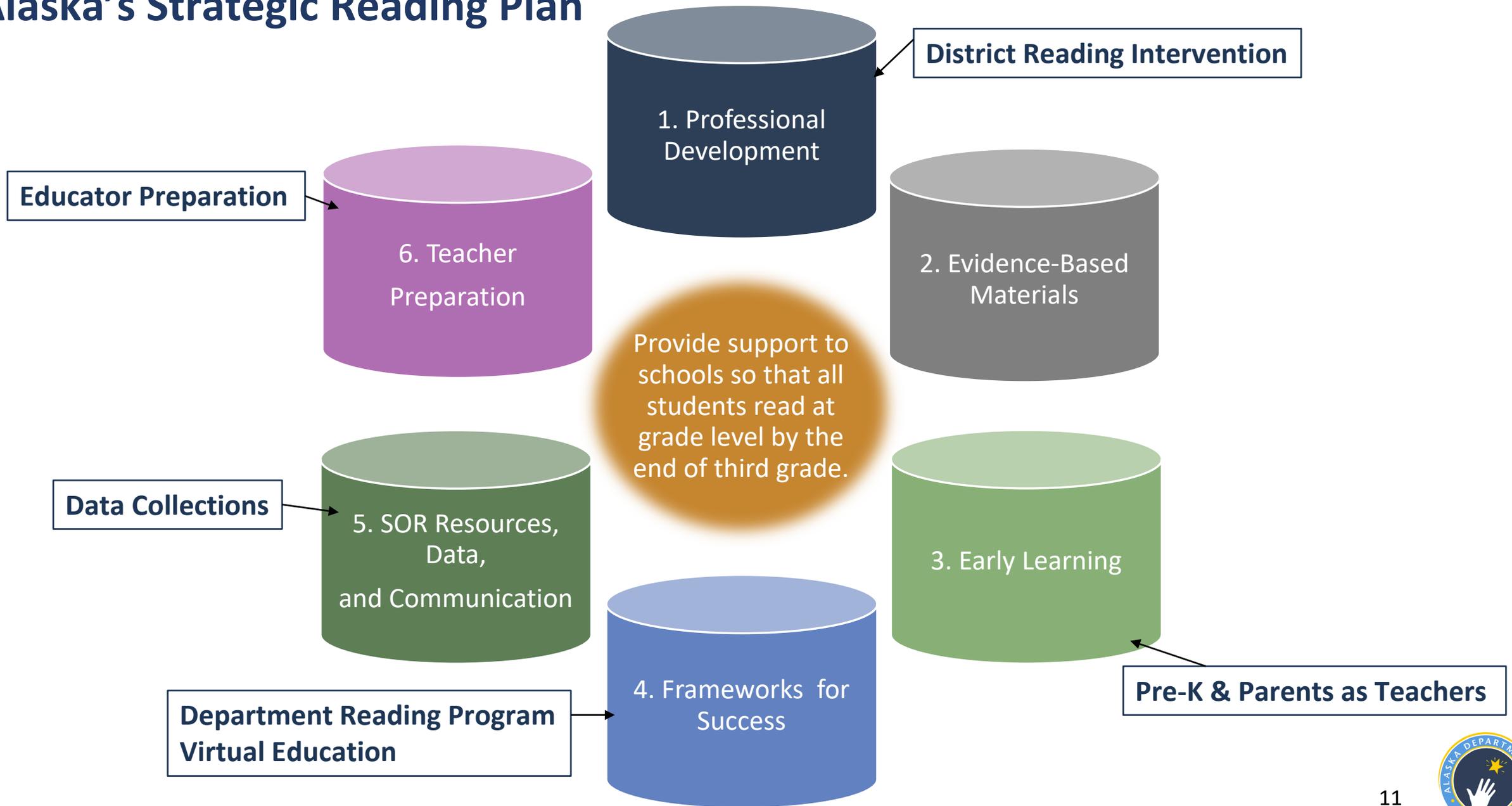
## Programs:

- 1) Early Education & Parents as Teachers (**VOLUNTARY**)
- 2) Department Reading Program (**VOLUNTARY**)
- 3) Virtual Education (**VOLUNTARY**)
- 4) District Reading Improvement (**REQUIRED**)

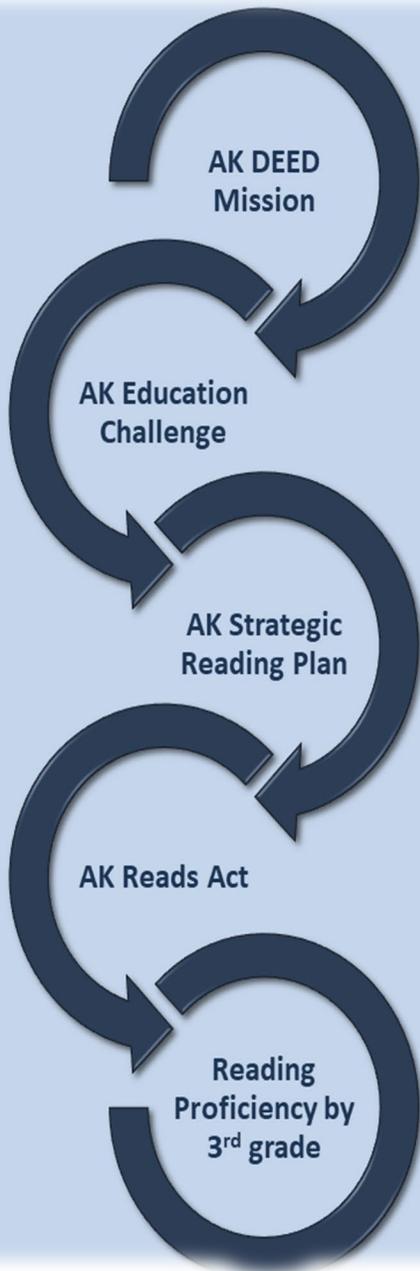
## Other Requirements:

- 1) Reporting/Data Collections
- 2) Educator Preparation

# Alaska's Strategic Reading Plan



# Alignment



# District Reading Intervention:

-K-3 MTSS Plan Submission

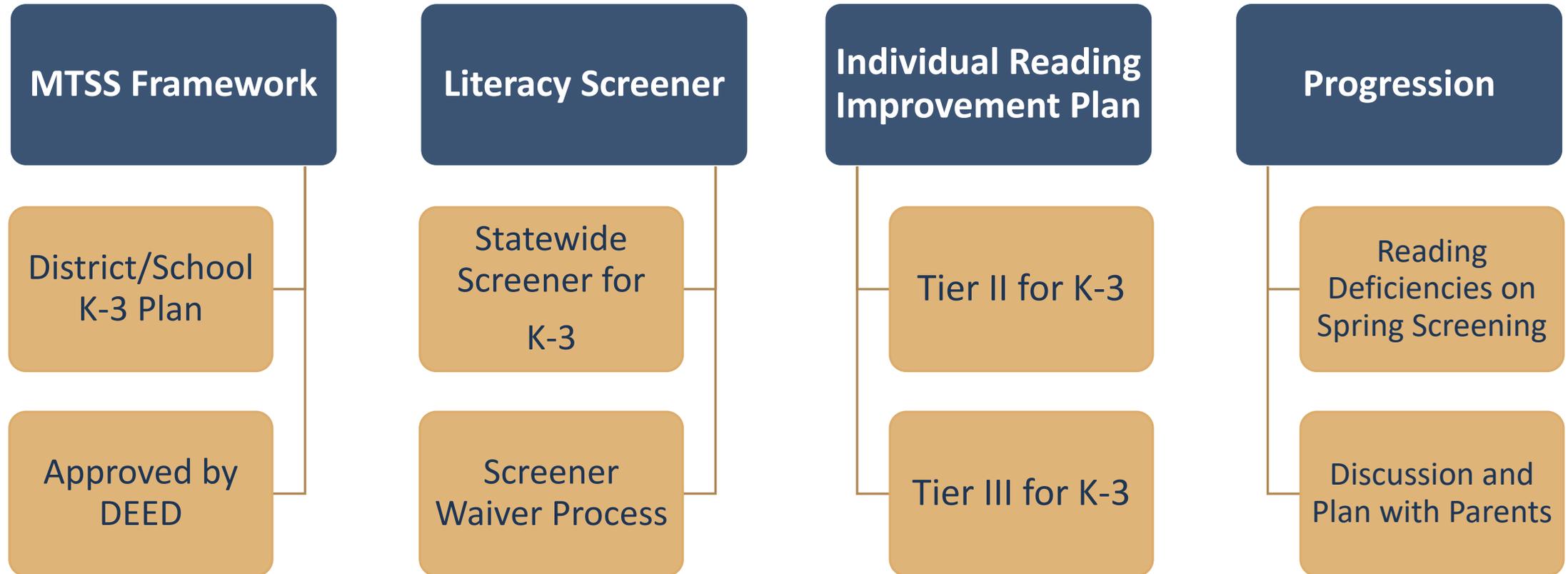
-K-3 MTSS Plan Feedback

**District Reading Intervention: Revisiting Processes and Feedback**

**Presented by: Susan McKenzie, Director of IEE**

**April 20, 2023**

# District Reading Intervention Overview

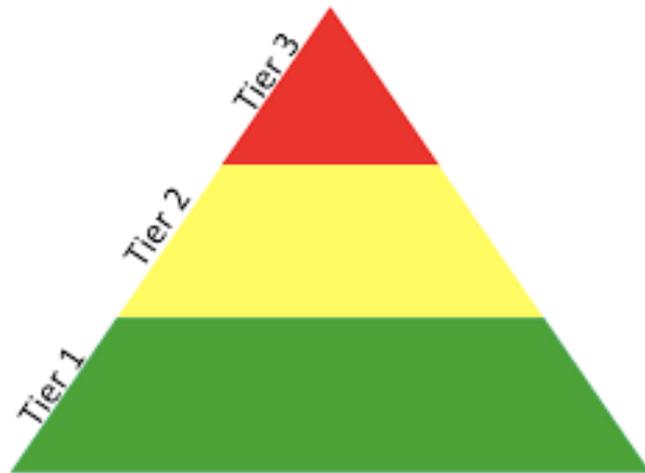


# District Reading Intervention

## K-3 MTSS Plan

# K-3 MTSS Plan: Planning Tool

[Reads Act. K-3 MTSS Planning Template form.docx](#)



## Alaska Reads Act K-3 MTSS Planning Tool

*This tool is to be used for planning only. It will not be turned into AK DEED. Information from it will be transferred to the K-3 MTSS Reading Plan. The K-3 MTSS Reading Plan will be submitted by September 1<sup>st</sup> each year.*

Component	Tier I Universal Instruction	Tier II: Targeted Instruction	Tier III: Intensive Instruction
Curriculum/Program	Core Curriculum:	Intervention Programs:	Intervention Programs:
Learner	ALL Students	Students identified with a reading deficiency on the screening tool.	Students with reading deficiencies identified by the screening tool that is persistent, even with intervention from Tier II.
Frequency	5 days per week	Days per week:	Days per week:
Time	Minutes per day:	Minutes per day:	Minutes per day:
Group Size	Whole class	Small group maximum size:	Small group maximum size:
Assessments used	Screener and Progress Monitoring tool:  How often students are screened using the screening tool:  Diagnostic Reading Assessment(s) used:		
Progress Monitoring:	Not needed at Tier 1	How Often:	How often:
Home Support for Early Literacy			

# Framework for the K-3 MTSS Plan:

## *Best Practices*

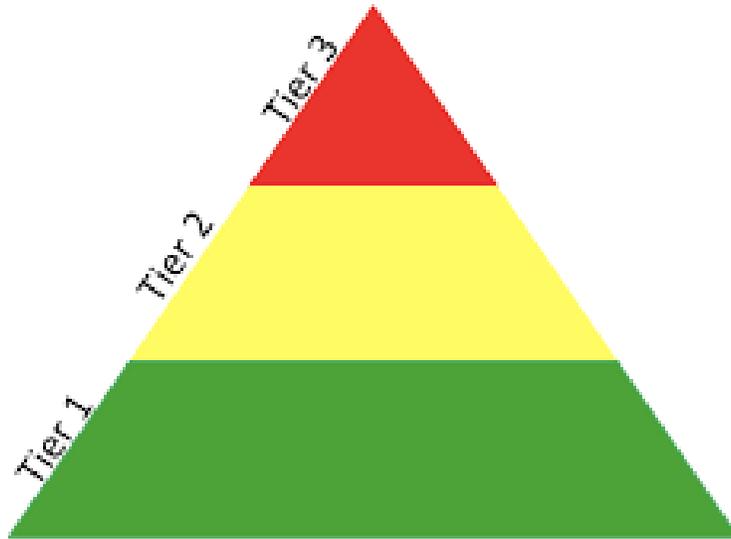


**Alaska Reads**  
#akreads

	<b>Tier I: Universal Instruction</b>	<b>Tier II: Targeted Instruction</b>	<b>Tier III: Intensive Instruction</b>
<b>Program (intervention too)</b>	Evidence-based core program implemented with fidelity	Evidence-based, supplemental, short-term interventions implemented with fidelity	Evidence-based, focused intervention implemented with fidelity
<b>Learner</b>	ALL students	Students identified with reading deficiencies on screening tool. Individual Reading Improvement Plan is implemented	Students with reading deficiencies, despite Tier I and II efforts
<b>Time</b>	From 90-120 minutes per day	From 30-45 additional minutes per day, three-to-five times per week	From 45-60 additional minutes per day
<b>Grouping</b>	Whole class plus differentiated instruction	Small group intervention (4-8 students)	One-on-one or small group (2-4 students) intervention
<b>Teacher</b>	Classroom teacher	Reading teacher or paraprofessional under the supervision of a reading teacher	Reading teacher
<b>Assessment</b>	Screening three times per year for all students; regular progress monitoring for students with deficiencies	Progress monitoring monthly and/or diagnostic assessment in reading as needed	Progress monitoring weekly or bi-weekly; diagnostic assessment as needed
<b>Support for Early Literacy at Home</b>	District-provided resources and/or parent training support early literacy at home	District-provided resources and/or parent training support early literacy at home	District-provided resources and/or parent training support early literacy at home
<b>Professional Development</b>	Ongoing training and support aligned with the core reading program, assessment and data-based decision making.	Ongoing training and support aligned with core and intervention programs, assessment and data-based decision making	Ongoing training and support with intervention program, <u>assessment</u> and data-based decision making

# Alaska Reads Act: DRAFT K-3 MTSS Plan

## K-3 MTSS Plan Submission



- All schools receiving state funding that serve K-3 will submit a plan
- Due September 1<sup>st</sup> each year to AK DEED
- Submitted by the district
  - One plan submitted unless schools have varying plans

		Complete and Consistent Implementation 5	Partial or Inconsistent Implementation 3	Little or No Implementation 1	Not Evident of Implementation 0
<b>Tier I: Universal Instruction</b>					
	<b>a.</b>	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the <b>five components of reading and oral language</b> . Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices designed to ensure <b>all grade-level content standards</b> .	The core program promotes systematic and explicit instruction and is designed to teach grade level standards for the <b>five components of reading and oral language</b> . Some of the <u>instructional</u> materials are evidence-based, do not include three-cueing instructional practices and designed to teach most <b>grade-level content standards</b> .	The district has a core program adopted which does not teach all components of reading and oral language. Some of the instructional materials may include three-cueing instructional practices and does not cover the scope of <b>grade-level content standards, supplementation is required</b> .	The district does not have an adopted core program. Some of the instructional materials may include three cueing instructional practices. The instructional material does not cover the scope of the <b>grade-level content standards, supplementation is required</b> .
	<b>b.</b>	All grades have sufficient time for reading instruction and reading time is protected.	Instructional time for reading may be adequate and is generally protected.	Instructional time for reading is not always protected and may be insufficient.	Instructional time for reading is not protected nor sufficient.
	<b>c.</b>	Additional time is provided for multi-tiered system of support based on assessed need at all grade levels	Additional time is provided for multi-tiered support based on assessed need in most grade levels	Some additional time is provided for multi-tiered support without regard to assessed need at some grade levels.	No evidence of a multitiered system of support exists.
<b>Tier II: Targeted Intervention</b>					

	<b>a.</b>	Intervention materials, based on proven results, are selected to provide a multi-tiered system of support based on identified skill needs.	Intervention materials are available for a multi-tiered system of support but are not clearly based on identified skill needs.	An assortment of intervention materials has been selected but have little or no connection to skill needs.	No intervention materials have been selected.
	<b>b.</b>	The Tier 2 <i>Intervention Programs</i> provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines <u>evidence-based</u> as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 2 interventions are evidence based in content areas and grade levels where they are available.	Tier 2 interventions are not evidence based in content areas and grade levels where they are available.
	<b>c.</b>	Tier 2 interventions supplement Tier 1.	Tier 2 interventions sometimes supplement Tier 1 and sometimes replace Tier 1 instruction	Tier 2 interventions replace Tier 1	Tier 2 interventions are not evident in K-3 MTSS Plan.
<b>Tier III: Intensive Intervention</b>					
	<b>a.</b>	The Tier 3 <i>Intervention Programs</i> provide explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines <u>evidence-based</u> as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater.	All Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Some Tier 3 interventions are evidence based in content areas and grade levels where they are available.	Tier 3 interventions are not evidence based in content areas and grade levels where they are available

	<b>b.</b>	Tier 3 interventions are more intensive than Tier 2 interventions and are adapted to address individual student needs in a number of ways (e.g., increased duration or frequency, change in interventionist, decreased group size, change in instructional delivery, and change in type of intervention) through an iterative manner based on student data.	Tier 3 interventions are more intensive than secondary interventions based only on preset methods to increase intensity (e.g., sole reliance on increased duration or frequency, change in interventionist, decreased group size, or change in intervention program).	Tier 3 interventions are not more intensive (e.g., no increase in duration or frequency, change in interventionist, change in group size, or change in intervention) than Tier 2 interventions.	Tier 3 interventions are not evident in K-3 MTSS Plan.
	<b>c.</b>	Tier 3 interventions supplement Tier 1 and 2.	Tier 3 interventions sometimes supplement Tier 1 and sometimes replace Tier 2 intervention.	Tier 3 interventions replace Tier 1 or 2.	Tier 3 interventions are not evident in K-3 MTSS Plan.
<b>Universal Screening Process</b>					
	<b>a.</b>	The district has a coherent and clear assessment system, including an approved screener (mClass or approved screener by waiver), progress monitoring, diagnostic, and outcome measures.	The district has an approved screener (mClass or approved screener by waiver) and progress monitoring.	The district has an approved screener (mClass or approved screener by waiver) and is establishing a progress monitoring schedule.	The district does not have an approved screener (mClass or approved screener by waiver).
	<b>b.</b>	There is evidence that diagnostic assessment is consistently used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient	There is some evidence that diagnostic assessment is used to identify specific skill deficits to guide adaptations to intervention when a student's reading progress is insufficient; however, use of diagnostic assessment is inconsistent.	Current diagnostic assessments do not identify specific reading skill deficits.	No evidence of diagnostic assessment usage.
<b>Professional Development</b>					
	<b>a.</b>	Professional development includes reading instruction,	Some forms of professional development are available,	The school does not have a well-defined,	Professional development plan is not evident.

		support aligned with the core reading program, assessment, to improve instructional practice, databased decision making, and delivery of interventions.	but most are not consistent to ensure continuous improvement in reading instruction, or support aligned with the core reading program, assessment, to improve instructional practice, databased decision making, and delivery of interventions.	professional development plan to support continuous improvement of reading instruction.	
	<b>b.</b>	Professional development plan identifies the expected number of days/hours for professional development throughout the school year.	Professional development plan identifies the general number of days for professional development throughout the school year.	Professional development plan identifies an estimate of number of days for professional development throughout the school year.	Professional development plan is not evident.

**Public Communication**

	<b>a.</b>	All of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, <u>and</u> ; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	Two of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, <u>and</u> ; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	One of the following conditions are met: (1) public meeting dates with a description of the school's essential components of K-3 MTSS is shared with stakeholders; (2) a coherent plan is implemented for updating parents on Individual Reading Improvement Plans, <u>and</u> ; (3) families are informed about decision making process of students receiving Tier 2 and 3 intervention	There is no evidence of public communication or meetings.
--	-----------	--	--	--	---

Home Supports					
		Specific resources are described which are parent-friendly for home use. The plan for parent training is specifically outlined with dates.	Resources are described which are parent-friendly for home use. A plan for parent training is evident.	Some parent-friendly resources are described. No evidence of plans for parent training.	Parent-friendly resources and training plans not evident.

### Scoring:

**0 = K-3 MTSS District Intervention Plan is not accepted. Submit revision with changes within 15 days**

**1= Conditional Acceptance. Changes in this domain must be addressed for next school year submission**

**3= Acceptance. Minor changes are encouraged for next school year submission**

**5= Accepted as final form.**

### Notes in Scoring:

**ANY  
QUESTIONS?**



# District Reading Intervention Committee

akreads@alaska.gov



**Susy McKenzie**  
IEE Director/Chair



**Deb Riddle**  
Division Operations  
Manager



**Jenn Miller**  
Academic Support Team



**Kristi Graber**  
ELA Content Specialist



**Tracy Parker**  
Reading Specialist



**Brittney Bailey**  
Admin: SRS Team



**Kristen Spencer**  
Early Learning Specialist

# Contact Information

**Susy McKenzie, Director, Innovation and Education Excellence**

[Susan.McKenzie@alaska.gov](mailto:Susan.McKenzie@alaska.gov)

(907) 269-4583



# Stay Connected



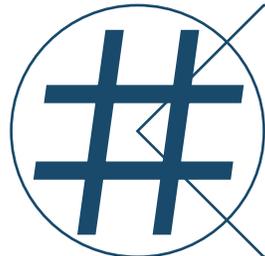
## Website

- [education.alaska.gov](http://education.alaska.gov)



## Phone

- Main Line: (907) 465-2800
- Teacher Certification: (907) 465-2831



## Social Media

- @AlaskaDEED